



HAND MIDDLE

2600 Wheat Street
Columbia, South Carolina

Grades	6-8 Middle School	
Enrollment	860 Students	
Principal	Marisa Vickers	803-343-2947
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Good
2010	Good	Good
2009	Good	Average
2008	Average	Average
2007	Average	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

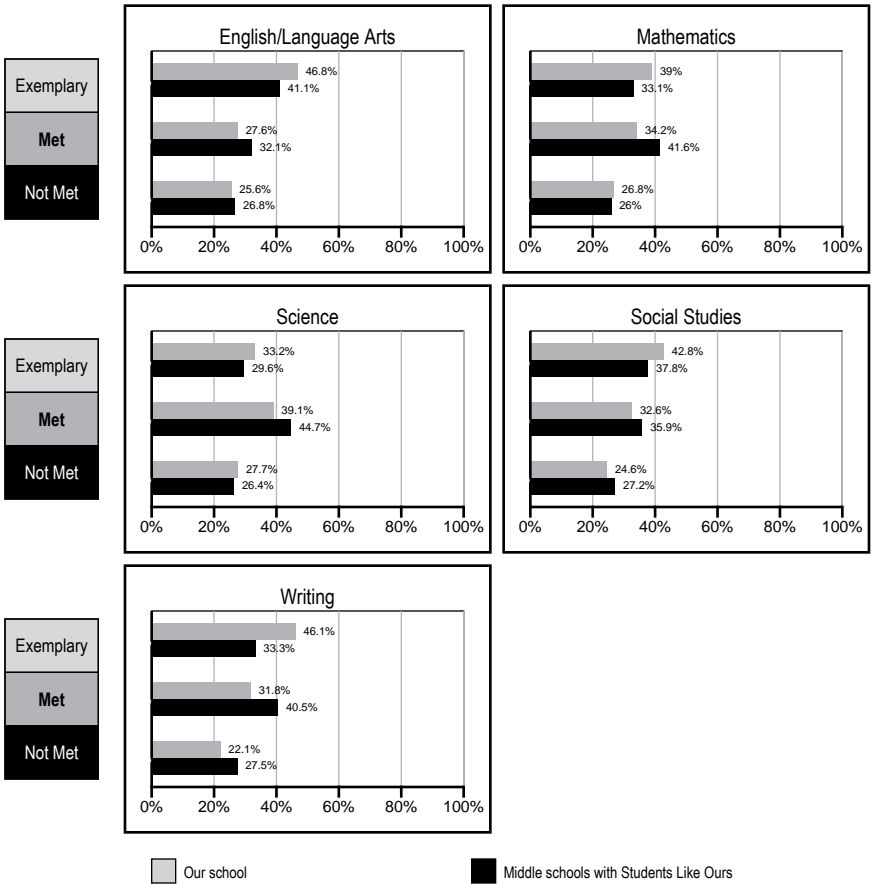
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 93%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	22	16	0	1

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	99.3%	97.5%
English 1	N/A	93.6%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	18.3%
US History and the Constitution	N/A	N/A
All Subjects	99.3%	95.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=860)				
Students enrolled in high school credit courses (grades 7 & 8)	56.0%	Down from 58.3%	30.1%	24.5%
Retention rate	0.9%	Up from 0.5%	0.8%	0.7%
Attendance rate	96.5%	Up from 95.9%	96.1%	95.9%
Served by gifted and talented program	40.7%	Up from 38.1%	21.1%	17.8%
With disabilities other than speech	8.9%	Down from 12.0%	8.7%	9.2%
Older than usual for grade	0.8%	Down from 0.9%	1.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Down from 1.0%	0.4%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=55)				
Teachers with advanced degrees	65.5%	Down from 65.6%	61.3%	60.0%
Continuing contract teachers	80.0%	Down from 83.6%	82.3%	82.6%
Teachers returning from previous year	89.8%	Up from 89.4%	87.7%	85.6%
Teacher attendance rate	95.5%	Up from 94.2%	95.4%	95.3%
Average teacher salary*	\$50,520	Up 0.7%	\$46,680	\$46,300
Professional development days/teacher	11.5 days	Down from 13.0 days	10.1 days	9.9 days
School				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Down from 21.5 to 1	23.4 to 1	21.5 to 1
Prime instructional time	90.3%	Up from 88.2%	90.3%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.3%	Up from 91.7%	99.3%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$7,252	Down 10.7%	\$7,255	\$7,634
Percent of expenditures for instruction**	73.9%	Down from 74.1%	64.5%	64.0%
Percent of expenditures for teacher salaries**	70.3%	Up from 69.5%	62.1%	61.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

During 2010-2011 school year, Hand Middle School had many outstanding accomplishments in the school's five "A's," including academics, attendance, arts, athletics, and attitude. These included 35 S.C. Junior Scholars, 71 Middle School Scholars and 11 state recognized Duke TIP Scholars, including three Duke TIP Grand Honorees. Recognizing exceptional student achievement, Hand received the prestigious Palmetto Silver Award from the State Department of Education and was recognized as the winner of the Richland District One Academic Team Competition. Hand is home of the 2011 Richland District One Classified Employee of the Year and Richland District One finalist for Teacher of the Year. As we "Teach, Learn and Build Character," literacy is an overarching focus. All students were enrolled in an additional daily reading class, as well as the traditional core and elective classes. Throughout the school year, the students participated in the 25-Book Reading Challenge. All eighth grade students completed an Individual Graduation Plan. The Comprehensive Remediation Program, the mPowered mentoring program, reading and math support classes, the "Beau-tie" Club and African American Promise provided subject area support and assistance. Hand continues as an Arts in the Basic Curriculum site and Distinguished Arts Program School, receiving grant funding for arts instruction and integration. Seven students were accepted into the Governor's School for the Arts. Hand Middle School hosted the annual statewide State Department of Education Teacher to Teacher Single Gender Conference in March. Single gender classes are a choice program in all grades. Athletic recognitions included the boy's basketball team and the girl's volleyball team as the district tournament runner-up champions, as well as the school's track team receiving first place district honors. One hundred percent of teachers completed technology planning and strategies integrating information literacy standards. One hundred percent of the staff is highly qualified. The Hand community helped to foster success in the school. The PTO supported school initiatives including needed classroom materials and resources. The School Improvement Council assisted with efforts to bridge achievement and literacy gaps. A partnership between the Hand Educational Foundation and the City of Columbia transformed Emily Douglas Park into a beautiful venue for our new amphitheatre. In recognition of the Hand Educational Foundation extraordinary efforts, this group received the lauded Richland District One Volunteer Group of the Year Award. The amphitheatre provides a highly desirable location for school productions and performances. Supporting schoolwide needs, the Foundation sponsored our gala fundraiser. The Cluster of Churches brought in volunteers and resources and supported our annual school-wide Family Math and Reading Nights, as well as the Weekend Food Program, "Hands of Hope" for select Hand students. The parent and community liaison provided additional assistance for student and community needs. The athletic booster club continued to provide motivational and financial resources for our student athletes. To improve the success of all students in English language arts and math, the students participated in Measure of Academic Progress (MAP) testing. For students in need of additional assistance, reading and math lab classes were offered. Challenges included increasing teacher/pupil ratios with reduced staffing in classrooms and reduced course offerings due to financial constraints, a new common core for state standards initiative, the needs of students whose families live in poverty, and the ongoing challenge of aligning instruction and assessment to the state standards and indicators.

Marisa P. Vickers, Principal
 Stacey Lindenborg, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	61	258	116
Percent satisfied with learning environment	100.0%	81.3%	90.3%
Percent satisfied with social and physical environment	100.0%	84.4%	85.3%
Percent satisfied with school-home relations	93.3%	82.8%	87.1%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 20 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	852	100	25.6	27.6	46.8	82.4	78.3	82.4	Yes	Yes
Gender										
Male	430	100	30.3	23.4	46.3	78.4	74.3	78.7	N/A	N/A
Female	422	100	20.8	31.8	47.4	86.5	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	310	100	7.9	20.2	71.9	95.2	92.8	88.9	Yes	Yes
African American	478	100	39	31.4	29.6	73.1	74.2	72.9	No	Yes
Asian/Pacific Islander	18	100	6.3	31.3	62.5	93.8	89.4	93	I/S	I/S
Hispanic	43	100	14.6	36.6	48.8	87.8	83.9	79.3	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	86.4	83	I/S	I/S
Disability Status										
Disabled	102	100	66.7	22.6	10.8	46.2	45.7	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	20	36	44	84	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	448	100	41.3	31.1	27.6	71.4	73.5	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	852	100	26.8	34.2	39	81.9	75.1	81.9	Yes	Yes
Gender										
Male	430	100	27.6	30.6	41.8	79.4	73.5	79.9	N/A	N/A
Female	422	100	26.1	37.8	36.1	84.5	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	310	100	10.6	25.3	64	93.8	92.1	88.9	Yes	Yes
African American	478	100	39.2	40.1	20.7	73.1	70.3	71.4	No	Yes
Asian/Pacific Islander	18	100	N/AV	N/AV	N/AV	100	93.3	94.6	I/S	I/S
Hispanic	43	100	17.1	39	43.9	87.8	82.1	81.1	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	81.8	84.4	I/S	I/S
Disability Status										
Disabled	102	100	71	19.4	9.7	40.9	40.4	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	20	32	48	84	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	448	100	40.1	40.1	19.8	71.9	69.8	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	576	100	27.7	39.1	33.2	72.3	58.7	68.6
Gender								
Male	290	100	28.1	35.6	36.3	71.9	58.2	68.3
Female	286	100	27.2	42.6	30.1	72.8	59.2	68.9
Racial/Ethnic Group								
White	209	100	10.6	30.2	59.3	89.4	87.8	80.7
African American	318	100	42.4	43.1	14.6	57.6	51	51.4
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	100	70.1	85.3
Hispanic	32	100	9.4	62.5	28.1	90.6	63.2	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	75	70.8
Disability Status								
Disabled	71	100	54.5	28.8	16.7	45.5	29.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	19	100	19	57.1	23.8	81	54.3	60.7
Socio-Economic Status								
Subsidized meals	303	100	42.4	43.5	14.1	57.6	50.1	57.3

Social Studies

All Students	574	100	24.7	32.5	42.9	75.3	64.7	72.5
Gender								
Male	293	100	26.3	26.3	47.4	73.7	63.6	72
Female	281	100	23	38.9	38.1	77	65.8	73.1
Racial/Ethnic Group								
White	208	100	9.1	27.4	63.5	90.9	88.4	81
African American	323	100	36.1	36.8	27.2	63.9	58.3	60
Asian/Pacific Islander	12	100	9.1	9.1	81.8	90.9	73.3	89
Hispanic	29	100	14.8	33.3	51.9	85.2	71	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	73.7	73.5
Disability Status								
Disabled	69	100	63.5	17.5	19	36.5	33.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	15	100	22.2	22.2	55.6	77.8	65.7	69.7
Socio-Economic Status								
Subsidized meals	310	100	38.9	37.5	23.7	61.1	56.8	62.9

Abbreviations for Missing Data

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I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	277	99.3	22.1	31.8	46.1	77.9	66.5	73.2	96.5	96.1
Gender										
Male	143	99.3	23.2	31.2	45.7	76.8	62	67.2	96.1	95.9
Female	134	99.3	20.9	32.6	46.5	79.1	71.2	79.4	96.9	96.3
Racial/Ethnic Group										
White	103	99	13	17	70	87	87.8	81.5	96.6	96.2
African American	158	99.4	28.9	41.4	29.6	71.1	60.7	61.3	96.4	96.1
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	83.3	87	98.1	96.5
Hispanic	11	100	I/S	I/S	I/S	I/S	74.8	66.7	97	95.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	97.8	94.5
Disability Status										
Disabled	36	97.2	73.5	17.6	8.8	26.5	23.7	26	94.6	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	66.2	65.7	97.8	95.9
Socio-Economic Status										
Subsidized meals	113	98.2	35.5	37.4	27.1	64.5	59.1	63.2	95.9	95.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	287	100	24.2	32.2	43.6	75.8
	7	288	100	24.6	21.6	53.8	75.4
	8	278	100	26.5	31.2	42.3	73.5
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	278	100	25.7	27.2	47.1	74.3
	7	298	100	32.6	24.6	42.8	67.4
	8	276	100	18.2	31.1	50.8	81.8
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	287	100	28.6	32.2	39.2	71.4
	7	288	100	20.8	36.4	42.8	79.2
	8	278	100	34.2	38.5	27.3	65.8
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	278	100	22.6	33.7	43.7	77.4
	7	298	100	32.6	26.8	40.6	67.4
	8	276	100	25	42.4	32.6	75
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	142	100	40.3	41.8	17.9	59.7
	7	288	100	17.4	43	39.6	82.6
	8	139	100	22.7	35.6	41.7	77.3
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	138	100	31.3	49.6	19.1	68.7
	7	298	100	29.1	38.8	32	70.9
	8	140	100	21.1	29.3	49.6	78.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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Social Studies

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	146	100	20.9	48.9	30.2	79.1
	7	288	100	24.9	31.7	43.4	75.1
	8	139	100	19.4	34.1	46.5	80.6
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	140	100	21.5	42.3	36.2	78.5
	7	298	100	32.4	29.5	38.1	67.6
	8	136	100	11.5	29	59.5	88.5

Writing

2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	296	99.3	23.4	38.8	37.8	76.6
	7	286	100	22.8	41	36.2	77.2
	8	282	99.7	20.3	39.1	40.6	79.7
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	277	99.3	22.1	31.8	46.1	77.9

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